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| **RSED 5190, 6190, and 6196**  **Community-based Instruction and Related Services**  ***Summer 2020***  **- - - - - - - - - -**  **Department of Special Education,**  **Rehabilitation, and Counseling**  **College of Education**  Professor information:  **Caroline Dunn, Ph.D.**  Office: 2014 Haley Center  [dunnca1@auburn.edu](mailto:dunnca1@auburn.edu) |  |

**AUBURN UNIVERSITY**

**SYLLABUS**

1. **Course Number:** RSED 5190/6190/6196

**Course Title:** Community-based Instruction and Related Services

**Credit Hours:** 3

**Prerequisites:** none

**Co-requisites:** none

1. **Term:** Fall 2018

**Day/Time:** Monday 12:30-4:15

**Instructor:** Caroline Dunn, Ph.D.

**Office Address:** 2014 HC

**Contact Information:** dunnca1@auburn.edu

**Office Hours:** Zoom office hours by appointment

1. **Textbooks**

Flexer, R.W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). *Transition planning for secondary*

*students with disabilities.* (4th ed.) Boston, MA: Pearson. **(E-Text version)**

Test, D. (2012). *Evidence-based instructional strategies for transition.* Baltimore, MD: Brooks.

**Selected Readings**

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| --- | --- |
|  | Buegun, D., Peterson, Y, McNaught, J., & Sutterfield, C. (2020). Including student voice in IEP meetings through use of assistive technology. *Teaching Exceptional Children, 52,* 348-351.  Government Accounting Office (2012). *Students with Disabilities: Better Federal*  *Coordination Could Lessen Challenges in the Transition to High school.*  Harmon, S., Street, M., Bateman, D., & Yell, M. (2020). Developing present levels of academic achievement and functional performance statements for IEPs. *Teaching Exceptional Children, 52,* 320-332.  Hirano, K., Rowe, D., Lindstrom, L., & Chan, P. (2018). Systemic barriers to family involvement in transition planning for youth with disabilities: A qualitative metasynthesis. *Journal of Child and Family Studies, 27,* 3440-3457.  Kiernan, W., Hoff, D., Freeze, S., & Mank, D. (2011). Employment first: A beginning not an end. *Intellectual and Developmental Disabilities, 49*(4), 300-304.  (5) PACER’s National Parent Center on Transition and Employment. (2019). *Inclusive postsecondary education for students with intellectual disabilities.* Retrieved from https://www.pacer.org/transition/learning-center/postsecondary/college-options.asp. |
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**Other Resources,** including but not limited to:

* Alabama High School Diploma Pathways Credit Checklist <https://www.alsde.edu/sec/ses/Diploma/Diploma%20Checkklists%20for%20All%20Three%20Pathways.pdf>
* Alabama Transition Standards

(<https://www.alsde.edu/sec/ses/Transition/Alabama%20Transition%20Standards-2014.pdf>)

* Mastering the Maze

<https://www.alsde.edu/sec/ses/Policy/2019%20Mastering%20the%20Maze%20Process%201.pdf>

* Alabama Transition Engagement Series- Helping Students Achieve Post-School Outcomes

<https://www.auburnschools.org/cms/lib/AL01901372/Centricity/Domain/1338/Engagement%20Series%20Handbook%201%20-%20Helping%20Students%20Achieve%20Post-School%20Outcomes.pdf>

* Alabama Transition Engagement Series- Helping Parents Navigate the Transition Process: A Handbook for Family Engagement <https://www.alsde.edu/sec/ses/ts/Resources/Parent%20Transition%20Manual%20with%20Cover.pdf>

1. **Course Description:** This course prepares teachers to assist secondary students with disabilities as these youth work toward their selected post-school outcomes. Provides an in-depth study of transition programs and practices for youth with disabilities as they transition into adulthood.
2. **Course Objectives and Student Learning Outcomes:**

Student Learning Outcomes

1. Connect theory to practice to design instruction that meets the individual needs of students
2. Promote the development of independence and inclusion in the community for transition-age students with disabilities

Course Objectives

1. Demonstrate knowledge of federal/state regulations and educational service models related to secondary programming.
2. Use student assessment instruments and techniques, including functional and vocational knowledge and skills. 290-3-3-.34 (2)(h)2.
3. Develop, select, administer, and interpret formal and informal assessments. 290-3-3-.34(2)(h)3.(i)
4. Identify methods for determining appropriate curricular materials for individual students. 290-3-3-.36**(1)(c)1.(i)**
5. Demonstrate knowledge of various school- and community-based programs, curricula, service options, and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of transition skills. 290-3-3-.36(1)(c)1.(v)
6. Modify teaching and assessment methods, materials, techniques, and learning environments in the school and community to meet students’ needs. 290-3-3-.36 (1)(c)1.(ii)
7. Plan and facilitate transition programs within and outside the school setting. 290-3-3-.34 (2)(a)3.(ii)
8. Describe collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies). 290-3-3-.36(1)(e)1.
9. Work collaboratively with members of the instructional team and professionals from related fields. 290-3-3-.34(2)(j)3.(i)
10. Plan and implement an instructional program in the areas of academics and transition. 290-3-3-.36(1)(c)2.(i)
11. Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals. 290-3-3-.36(1)(1)(c)2.(ii)
12. Develop a Standards-based Individualized Education Program (IEP) that adheres to state and federal guidelines in terms of format, development, and implementation. 290-3-3-.34(2)(g)2.(ii)
13. Identify and discuss the current and future issues critical to successful transition programs.

*This syllabus is a tentative outline for Summer 2020 semester and* ***is subject to change.***

1. **Course Content & Schedule:**

| **Week**  ***(Course Objectives)*** | **Weekly Topic** | **In-Class Activities** | **Due Today** |
| --- | --- | --- | --- |
| Class 1-June 1  *(A, L)* | * Introductions and Course Overview * Review of Student Characteristics, Outcomes, and Status * Alabama Graduation Options and Requirements and Transition Regulations   *Resources:*  <https://www.alsde.edu/sec/ses/Diploma/Diploma%20Checkklists%20for%20All%20Three%20Pathways.pdf> | **In-class Activity**: Card Sort  **In-class Activity**: Diploma Options (view talking powerpoint and answer questions) <https://www.youtube.com/channel/UCwxK13YOWNkgc-KcyB2Tmqg> (AL HS Diploma Options) | **READ:** Test-Chapter 1-*Transition-Focused Education,* 5-*Student-Focused Planning*  **DUE:** Self-Assessment of Learning Outcomes & Course Objectives  **DUE**: Powerpoint Slide-A couple of pics/words/emojis, etc. of how have been spending time |
| Class 2-June 8  *(A)* | * Curriculum * Self-determination   *Resources:*  <https://www.alsde.edu/sec/ses/Transition/Selecting%20the%20Highest%20Most%20Appropriate%20Pathway%20Form.pdf>  <https://www.alsde.edu/sec/ses/Standards/Essentials%20Pathway%20Math%20Sequence%20Options.pdf> | **Speakers:** *EAGLES students*  **In-Class Activity**-Review Self-Determination Curriculum | **FLIPPED ACTIVITY DUE**: Gillian Story Reflection <https://auburn.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=7041c3c8-9cf6-413f-bcde-a86300f05e36>  **DUE: Article Discussion 1**-*Including Student Voice .. .* |
| Class 3-June 15  (*B, G)* | * Functional Transition Assessment * Planning Strategies * IEP   Go over: Assessment & IEP Assignment  Resource: [Age Appropriate Transition Toolkit](https://transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf) | **In-class Activity**-Case Study and Positive Student Profile | **FLIPPED ACTIVITY DUE:** Assessment Review Activity  **Read:** Flexer, et al. (2013). Chapter 5 - *Transition Assessment,* Chapter 6-*Developing Postsecondary Goals,* Chapter 9-*Developing and Teaching the Transition IEP*  **Read**: Test (2012). Chapter 2-*Transition Assessment for Instruction*  **Review:**  <https://www.alsde.edu/sec/ses/ts/Pages/assessments-all.aspx?navtext=Transition%20Assessments> |
| Class 4-June 22  *(B, C)* | * Transition to Employment | Speakers: Michelle and Hunter Norwood-A Little Something Extra Ice Cream- <https://whnt.com/news/northeast-alabama/a-little-something-extra-ice-cream-truck-serves-up-more-than-sweet-treats/>  View Video [*Employment First*](https://www.dol.gov/odep/topics/EmploymentFirst.htm) | DUE: Flipped Activity-A Whole Lott More  <https://auburn.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=32848d02-e005-47f8-9dd1-35c6c143cf10>  **Read:** Flexer, et al. (2013). Chapter 4 - *Career Development Theories for Transition Planning*, Chapter 12-*Transition to Employment*  **DUE: Article Discussion 2-**Employment First: A beginning not an end |
| Class 5-June 29  *(E, H, J)* | * Transition Fair * Collaboration * Evidence-based Practices * Midterm (Due before class July 6) | **Transition Collaborators Fair**  **In-Class Activity-**Transition Collaborators Worksheet | **Read:** Flexer, et al. (2013). Chapter 8 –*Collaborative Transition Services* and Chapter 10-*Coordinating Transition Services*  **DUE: Transition Collaborators Community Fair**  **DUE: Article 3 Discussion**: Government Accounting Office Report on Federal Coordination and Transition |
| Class 6-July 6  *(E, G, H, L)* | * Transition to Independent Living | Speaker-Mike Bell-Full Life Ahead  **In-Class Activity**-Career Development and Service Learning | **DUE:** Exam 1  **DUE:** Transition Collaborators Worksheet |
| Class 7-July 13  *(D, E, F, H)* | * Community-based Instruction | Speaker: Mrs. Lauren Ozment-CBI and Tiger TRAILS  **In-Class Activity**-IEP Work | **Read**: CBI Guide with Updated Nov. 19  Test (2012).Chapter 4-*Data Collection* and Chapter 6  **DUE:** In-Class Activity-Career Development and Service Learning |
| Class 8-July 20  *(G, H, K)* | * Transition to Postsecondary Education | Speaker: Dr. Betty Patten  **In-Class Activity**-Different Types of PSE Programs | **Read**: Chapter 11 – *Transition to Post-Secondary Education*  **DUE Article 4** **Question and Discussion**: Martinez, (2010) *Postsecondary education for students with intellectual disabilities.*  **DUE:** IEP |
| Class 9-July 27  *(L)* | * Evidence-based Practices Presentations * Graduate Project Presentations | **Evidence-Based Practices Presentations**  **Graduate Project Presentations** | **DUE:** Flipped Activity-Transition Bellringers (take pretest and review materials, what like, don’t like, how might use) (flipped)  **DUE: Article 3 Question and Discussion**: *Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement*  **DUE:** Evidence-Based Practices Presentations  **DUE:** In-Class Activity-Different Types of PSE Programs |
| Class 10-Aug 3 | Final | Final | **DUE:** Self-Assessment of Learning Outcomes & Course Objectives  **DUE: Final** |

**Note:** The in-class activities could change based on student need and interest.

**Distance learning courses:** Canvas will be used for distance learning delivery. Students taking this course via distance education are expected to follow the course schedule, watch video lectures, and complete assignments as listed on the outline above. Students will have weekly opportunities to engage with the instructor as well as other students using the Discussion Board in Canvas. The use of Canvas to support student learning is used for both distance and on-campus students. Distance learning students will have Internet access to libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course.

1. **Course Requirements/Evaluation:**
2. **Pre and Post Self-Assessment of Learning Outcomes and Course Objectives (TOTAL 20 points)**-Students will complete a pre- and post-course self-assessment of learning outcomes and course objectives. Each assessment is worth 10 points for a total of (**20 points**).
3. **Article Questions and Discussions (TOTAL 30 points)-**There are 4 article and discussion activities.For each of the assigned articles students complete, they will respond to a discussion question. Students will answer questions on the Canvas Discussion Board. Under “Assignments,” there is a link for “Article Discussions”. After you click this link, you will be provided with instructions for answering your questions and posting your discussion response. This information is also found under the “Discussion” link.

Requirements for Article Questions/Discussion Assignment:

* Post your responses on the Discussion Board for the appropriate article.
* You must submit an original answer to the study question provided. The post must contain at least one paragraph (minimum of 5 sentences).
* You must also respond to one of your classmate’s posts. A response must be at least three sentences and be a meaningful and reflective reaction to their post.

1. **Learning Activities (TOTAL 200 points).** You will participate in a number of learning activities throughout this course. These activities may be completed individually or in a group. Assignments for these activities will be varied (e.g., develop recommendations, develop a data collection instrument, create a brochure). Some activities may require preparation ahead of time, and therefore, these assignments may serve as a starting point for a learning activity to be completed in class. The number of points per activity will typically range from 10-20 points, depending on the complexity of the activity. You must be present in class to complete learning assignments; however, if you have an excuse that meets university approval, you will be allowed to complete an alternate assignment. It is your responsibility to provide an excuse and to request a replacement assignment.

1. **Transition Collaborators Community Fair (TOTAL 50 points).** The purpose of this project is to provide students with key information about agencies and programs involved in transition. Students will be assigned one of the agencies/organizations (some listed below) involved in the transition process. They will research the following with regard to their assigned agency--at a minimum, federal legislation/guidelines related to transition (if exists), funding, services provided, eligibility criteria, and when and how involved in the transition process. Also, you are to develop a minimum of 3 strategies for educators for working with this agency or procedures for initiating services. To gather information you may interview someone from the agency, explore the agency’s website, consult national centers, etc. you will present and share this information with the rest of the class. You may present this information in any way that you would like. Be creative and have fun! Possible options, which are not all inclusive, infographic, Adobe Spark webpage, role play, talking powerpoint, flier, poster, other. This information should be summarized on a handout that you will provide to class members. Distance Education students will submit their assignment on Canvas for everyone to review.

Vocational Rehabilitation Career/Tech Education Disability Organ.

Mental Health/Mental Retardation One Stop Career Center WIOA

Housing and Urban Development Families (PACER) Social Security

Students with Disabilities Services Juvenile Justice Other

1. **EBP Instructional Strategy Micro-teaching (TOTAL 75 points)** Students will research and present on an evidence-based instructional strategy for transition. They will also **demonstrate** the instructional strategy in class that could be implemented during a transition lesson or in a community setting. Each presentation, including the demonstration of the implementation of the strategy, should be between 4-7 minutes. An **annotated bibliography** of a minimum of 3 articles (at least 2 must be research articles) that support the practice will be submitted**.** Each annotation should be a minimum of 50 words. The specifics of this assignment will be described in more detail in class.
2. **IEP (Case Study) (TOTAL 50 points).** Students will review assessment data of a secondary student with a disability and will participate in self-assessment activities in order to determine the student’s needs, taking into account the student’s preferences and interests as they relate to transition planning and programming. On-campus students will work in assigned groups. On-line students can work individually or in groups of 3 or fewer. Students will use the assessment information gathered from and about a student, coupled with a Case study to develop an IEP.
3. **Graduate Project (TOTAL 200).** Graduate students will select one of the following: (1) conduct a needs assessment for a transition fair and develop a brochure that identifies and highlights resources for addressing needs or (2) develop a business plan for a school-based enterprise that includes task analyses and quality control checklist. More information is available on Canvas. Resources: <http://nsttac.org/content/transition-fair-toolkit>

Or <https://transitionta.org/system/files/schoolbased/School%20Based%20Enterprise%20Toolkit_2_28_19_PDF.pdf>

1. **Exams** **(TOTAL 175 points**). Students will complete a midterm and final.
2. **Rubric and Grading Scale:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Undergraduate Students |  | | | Graduate Students | |  |
| Self Assessment (10, 10)  Article Discussions | | | 20  30 | | Self Assessment (10, 10)  Article Discussions | | | 20  30 |
| Learning Activities | | | 200 | | Learning Activities | | | 200 |
| Collaborators’ Fair | | | 50 | | Collaborators’ Fair | | | 50 |
| Exams (75, 100)  IEP  EBP Microteaching | | | 175  50  75 | | Quizzes (75, 100)  IEP  Graduate Project | | | 175  50  175 |
|  | |  | | |
| TOTAL | | 600 | | | TOTAL | | | 700 |

|  |  |  |  |
| --- | --- | --- | --- |
| Undergraduate Students |  | Graduate Students |  |
| 900-1000 | A | 990-1100 | A |
| 800-899 | B | 880-989 | B |
| 700-799 | C | 770-879 | C |
| 600-699 | D | 660-769 | D |
| <600 | F | <660 | F |

1. **Class Policy Statements:**
2. Participation: On-campus students are expected to attend class as scheduled. On-line students are expected to view class prior to the next scheduled class. Students are expected to participate in class discussions and exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
3. **Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
4. **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be online via Canvas.
5. **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
7. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
8. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality